

Stanford University
Graduate School of Education
Summer 2022

ED 268A: Teaching History/Social Science
3:15-6:00 pm

[subject to modification; make sure you are looking at the most updated version]

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Education 268 A is the first part of a three-part course in the teaching and learning of history/social science.

The summer quarter is a whirlwind introduction to the themes and issues we will explore until the end of our time together, nine months from now (C&I goes on for three quarters, summer, fall, and winter). Our course draws on the frameworks laid out in the [California History-Social Science Standards](#). We also draw on the Common Core State Standards for History/Social Studies, which the State of California adopted (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

The study of history forms the core of the social studies. History class often has a bad rap, in part because it too often conveys a single narrative that omits the voices of the many groups and people who made history but whose narratives have been effectively silenced. We believe it is possible to create history classrooms where those voices are heard without ignoring the curriculum that public schools ask teachers to teach. We can do this by asking a series of questions. The first and most important is, “Why do we believe an account from the past?” By asking questions about how knowledge is constructed, we put our students in the role of active agents rather than its passive recipients of someone else’s conclusions.

Our goal is to expose you to some ways of organizing classrooms that give students agency and ask them to do the heavy lifting of *thinking*. Continuing into the Fall and Winter, you will be introduced to instructional methods that integrate the teaching of history with the teaching of reading and writing. Our goal is to help you become teachers of your subject matter, but *also* teachers who possess skills for developing students’ capacities as literate and powerful members of society.

Today’s students live in a digital world. They are more likely to become informed about the issues that impact them, their families, and their communities by looking at a screen than by going to the library. In previous generations, the big question people faced was how to find information. Today, when we have mountains of information at our fingertips, the crucial question is whether this information, once found, should be *believed*. It falls on our shoulders as teachers to help students navigate the digital Wild West—where practically nothing is as it seems. When fake cures for COVID flood the Internet, these skills have become issues of life

and death. Another goal of this class will be to introduce you to ways to prepare your students to evaluate about what they find on the Internet.

A common social studies teaching position is one in which you are teaching the 11th-grade American History curriculum, the 10th-grade World History curriculum, possibly a 12th-grade government or economics course and/or the 9th grade ethnic studies course. *No teacher, starting out, can know everything about the myriad topics they'll have to teach!* In this course you will start to develop *pockets of knowledge* about topics that typically get taught, but doing so from a perspective that goes beyond the flat narratives found in textbooks. This is known as “post-holing” (a metaphor that comes from planting posts deep in the ground when building a fence). Post-holing is the opposite of trying to “cover” everything—an approach that results in a curriculum that’s a mile long and inch deep. Over time, you will develop more and more “pockets.” Don’t feel bad if the ones we focus on this quarter are new. You signed up to become a teacher, which means a life-long commitment to always being a learner.

REQUIRED READINGS¹

- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.
- All other readings/materials on canvas: <http://canvas.stanford.edu>

OFFICE HOURS

We will preserve the last 10-15 minutes of class to meet with you individually. We can schedule extra time outside of that as well.

GRADES

Congratulations on making it to graduate school. Haven’t you spent enough of your life worrying about grades? Stanford, however, requires that we assign one. When working for a large organization, it’s sometimes worthwhile to take on the bureaucracy; other times the battle depletes you and drains you of energy. In this Catch 22, fortunately, there are hacks. In this course we expect everyone to get an A. An A means you did quality work. If there’s an assignment that doesn’t meet high standard of quality, we’ll talk to you about it and ask you to re-submit it.

ASSIGNMENTS

Snapshot Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling and truth. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The *first* panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “*About the Author*” section. This leaves four panels. In each of the four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel 2, with “My Birth”). Fill two-thirds of each panel with your narrative and

use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture.² Don't spend a lot of time on the pictures or the narrative. Give your Autobiography *a title* that captures its essence. Have fun! (note: there is an explanatory video on the Canvas site, for Session #2) **Due: during our 2nd class session on July 7 (please bring to class).**

Discussion Leaders: A lot of what you will be doing as history/social science teachers is engaging students in discussion—finding ways to draw them out and having them formulate ideas in words. Cultivating a good discussion is not easy in face-to-face instruction, and even harder on Zoom. You will have an opportunity with one of your colleagues to lead 15-20 minute discussion of the readings. Leading a discussion in C&I this summer will start the process of having you think about the kinds of questions that draw people out. (see Appendix A for tips)

“Opening Up the Textbook” (OUT): The “Opening Up the Textbook” lesson plan is the major written assignment for our two-week intensive. Because textbooks will remain a feature in classrooms for some time (whether printed or digital), you'll need to build your OUT lesson around—or in response to—an existing textbook narrative. Your lesson should find some way to complicate the book's narrative—by expanding it, by challenging it, by articulating its silences, by questioning its assumptions, by pointing out its narrowness or tendency to “mention”, and so on. To get you started, we will provide a list of online textbooks as well as a dozen that are on reserve in Green Library (see Appendix C).

Choosing a Topic. So as not to become overwhelmed, you will want to choose a topic of moderate grain size—it's best not choose something gigantic like World War II or the Renaissance or the Civil Rights Movement, but something more self-contained (Here are a few of the myriad examples of appropriate grain size: the antecedents to the Montgomery Bus Boycott, the Allies' refusal to bomb railroad lines to Auschwitz, the passage of the Gulf of Tonkin Resolution, the Sacco and Vanzetti case, the role played La Malinche's in Cortés's conquest of Mexico, John Brown's raid on Harper's Ferry, Marcus Garvey's Universal Negro Improvement Association, Mussolini's invasion of Ethiopia, the events leading up to sending US troops to Vietnam, *Korematsu v. U.S.*, the Sykes-Picot Agreement, and so on). General Guideline: If the textbook devotes more than *one page* to your topic then you've probably bitten off a chunk that is too large.

It is advisable to choose a topic you already know something about—it will make this assignment much easier. It will be easier to detect silences or missing perspectives from a textbook if you already know something about the topic.

Format: Your final assignment should be organized into four parts.

Part 1: State the central historical question (CHQ) your lesson will address. (e.g., Why did the Stonewall riots erupt when they did? Why did Constantine convert to Christianity? Did President Johnson lie to the American people with his Gulf of Tonkin declaration? Why did the United States not grant citizenship to the Filipinos?). The CHQ should be an “open question,” where there are legitimate ways of answering it, as opposed to a single

² Hand-drawn, really. This is a clipart-free zone!

right answer. In two pages (double-spaced), analyze the textbook selection you choose. How does the textbook present this topic? (If the textbook addresses your general topic but leaves out your specific angle, make a case for why your angle is worthy of attention.) What is the problem with the textbook narrative? What does the book over-emphasize or ignore? Whose voices are heard or silenced or minimized or distorted? What if any errors in fact or in interpretation does the book make?

Here's three tests for a good historical question: a) you can answer it in different ways that don't line up uniformly (even if they might tilt to one side); b) answering it demands new inputs (AKA "evidence") rather than something that can be addressed by existing opinions and values; c) answering it explains rather than just describes. Compare these two questions: "What resources were mobilized domestically during WWII to aid in winning the war?" versus "How did the mobilization of resources during WWII create major changes in American society?" The former describes; the latter aims to explain.

Part 2: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: (1) goals for student learning; (2) the sequence of activities you will use to achieve these goals; (3) the materials (two to three sources, not to exceed one page in length per source) you will use and how you will scaffold these sources; (4) a rough estimate of how much time each activity will take; (5) ideas about how you will assess student thinking. (You can assume that students have read your textbook narrative prior to the lesson.) Note: *If it is easier, this section can be written in bulleted form.*

Part 3: Write an accompanying essay of two to three pages (double-spaced) that explains how this lesson opens up history and challenges students' belief that history is a finished story inscribed in a textbook. When appropriate, connect your ideas to readings and discussions from class.

Part 4: In the Appendix to your paper, include a legible copy of the textbook selection (no more than two pages) you will use. Highlight the section of the textbook narrative that you will focus on in the lesson. Include any supplementary materials and *format documents to be ready for classroom use* (e.g., large type font, lots of white space, and no more than 300 words per document). Include full references of all the works you consulted, including the textbook. [Please note: there are many examples of OUTS on the "[Reading Like a Historian](#)" website. You can certainly take a look at these. Your OUT, however, should address a different topic from those on the Stanford History Education Group website].

Part 5: You will submit your OUT Lesson plan to us on the **Sunday, July 18, at 5 pm**, uploaded to Canvas.

Check in Assignment: On **Tuesday, July 12** we will ask you to prepare a brief topic sketch on your OUT lesson plan. We'll end class early and meet with each of you individually for a brief check in.³

³ See Appendix B for the list of textbooks that are on 3hour reserve at Green Library

Curriculum Brokers: Professionals possess knowledge of the tools of the trade. As a new teacher you don't have to reinvent the wheel—the Internet has made available an abundance of high quality teaching materials: lesson plans, sources, photos, assessments, etc. Yet, alongside quality sites are ones that are less stellar, so you will want to be discerning when making choices.

With a partner, you will provide a review of a site we recommend and make a presentation to your colleagues on the last day of class. In a presentation of 10-12 minutes, you'll:

- 1) Present a brief overview of site and what it offers
- 2) Discuss its range of topics and/or general perspective
- 3) Navigability: It is easy to use? Does it lack key details or, is it so detailed that it's hard to use?
- 4) Select and share with your colleagues *one lesson* that exemplifies the site.
 - a. Why did you pick this particular lesson?
 - b. What does it consist of, i.e., its sequence of activities, accompanying materials and sources, assessments, etc.
 - c. What modifications and/or scaffolds, if any, would you make to the lesson?
[for websites, See Appendix B]

SCHEDULE OF SUMMER READINGS/CLASSES

All readings, except those from the required books, are posted on Canvas

Session 1: Wed., July 6 Introduction to C&I

Read before class: (important note: readings are listed in the order you should read them—they'll make the most sense that way)

• Holt, Tom (1990). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Board.

(Note: You can learn a bit about Prof. Holt at,

<https://history.uchicago.edu/directory/thomas-c-holt>

• James Loewen, *Teaching What Really Happened*, Ch. 1, “The Tyranny of Coverage” (Note: You can learn a bit about the late James Loewen at

<https://justice.tougaloo.edu/james-loewen-life-and-work/>

Session 2: Thurs. July 7 Scaffolding: Helping Students Reach for the Stars

Read before class: • Levstik, Linda, & Barton, Keith (2011), Teaching Means Scaffolding. In *Doing History: Investigating in Elementary and Middle Schools* (pp. 17-18). New York: Taylor & Francis.

• Wineburg, S. (2018). excerpt from *Why Learn History (When It's Already on Your Phone)*

- Wineburg, S., & Reisman, A. (2009). Disciplinary literacy in History. *Journal of Adolescent & Adult Literacy*.

§ **Assignment Due:** *Snapshot Autobiography* (see video instructions on Canvas)

Session 3: Friday, July 8 **Racializing the Curriculum**

Read before class

- Textbook excerpt on the Spanish-American War, from Boorstin and Kelly, *A History of the United States*
- excerpt from, Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars*
- Scot Ngozi-Brown (1997). African-American Soldiers and Filipinos: Racial Imperialism, Jim Crow and Social Relations, *Journal of Negro History*
- The Largest Human Zoo, in *Lapham's Quarterly*

Session 4: Mon. July 11 **Opening Up the Textbook**

Read before class:

- Wineburg, Sam, "Opening Up the Textbook," *Education Week*.
- Wineburg, Sam, [Silence of the Ellipsis](#), *Phi Delta Kappan* (Note: this is an online article)
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.

§ **Assignment Due:** *Topic Sketch for OUT lesson*

Session 5: Tuesday July 12 **Finding Reliable Information in a Digital Quagmire**

Read before class:

- [see CANVAS: 1 page with links to newspaper articles]

Session 6: Wed. July 13 **Jigsaw: Gay Rights as Civil Rights**

(Jigsaw is a pedagogic technique in which students read different articles, and each student is a crucial "piece" of the Jigsaw. It is

super important for everyone to read the articles assigned to their group)

Read before class

note: videos are linked below; they are not on Canvas

The focus of this session #6 is two-fold. First, to deepen your knowledge about the “Gay Rights Movement” and to understand it as part of the struggle for civil rights; and second, to understand the context that led to the Stonewall riots. In class, with the help of your colleagues, you will design a short lecture that helps students understand the context that led up to Stonewall.

[Everyone reads/watches/]

[note: the following order of resources is intentional]

- Aronson, Elliot, *Basic Jigsaw*, pages 1-11 (rest is optional)
(this is background on where *Jigsaw* comes from and why do it)
- Stanford History Education Group lesson plan on Stonewall
(student material) [note: As you scan this lesson plan, think about what you would need to understand what led up to it]
- ([video](#), 5 min.) Background on California’s *FAIR Education Act*,
YouTube video from OurFamilyCoalition
- ([video](#), 4 min). HistoryChannel, How the Stonewall Riots Sparked a Movement,
- ([video](#), 9 minutes) YouTube video, CBS, *This Morning*, “The Lavender Scare”
- ([video](#), 3 minutes) trailer from the movie, *Cured*

JIGSAW READINGS/VIDEOS

- Group A, *Lavender Scare*: As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Jot down at least 5 important points from these readings that you’d want to tell someone who hadn’t read them.
 - “The United States Government’s Anti-Gay Lavender Scare Explained,” [Teen Vogue](#) (a PDF of the article is in Canvas, but it’s better to read online because of the active hyperlinks)
<https://www.teenvogue.com/story/united-states->

[governments-anti-gay-lavender-scare-homosexuality-communism](#)

- (Podcast, 5 min), [Retropod](#), Frank Kameny, Washington Post podcast by Mike Rosenwald
Alternative link [here](#).
- *excerpt*, Hoey Report (1950)
- [OPTIONAL— “These People Are Frightened to Death,” Congressional Investigations and the Lavender Scare,” *Prologue: Quarterly of the National Archives*, Summer, 2016.]

- Group **B** reads/watches, *Medicalizing LGBTQ people*

As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Jot down at least 5 important points from these readings that you’d want to tell someone who hadn’t read them.

- Kirchick, James, “The Long War against a Gay Cure”
- Time Magazine*, February 12, 1965
- Scot, “Shock the Gay Away,” Huffington Post

- Group **C** reads, *Broader Historical Context*

As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Your goal in this jigsaw will be to provide the broader historical context for the Gay Liberation Movement, and where it fits in the larger context of liberation movements in American history. Jot down 3 to 4 important summary points that you would want to tell someone who hadn’t read these two readings.

- excerpt, Jill Lepore
- excerpt, Linda Hirshman

Session 7: Thur. July 14

Structured Academic Controversy (SAC)

Read before class:

- Amanda Ripley, “[Complicating the Narrative](#), *Medium* (also in Canvas folder, but without the hyperlinks)
- Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*
- (video) Nina Totenberg *NPR*, YouTube, [Gay Couples Rights vs. Artistry](#)
- Masterpiece Case: Two Different Views (short articles from the *Forward* and the *Wall Street Journal*)

Session 8: Friday July 15

Presentations/Wrapping Up

Read before class:

- Wiggins, Grant (1989). Futility of Trying to Teach Everything of Importance. *Educational Leadership*, 47(3), 44-59.

- Schultz, Kathryn (2016). Citizen Khan. *The New Yorker*

***Opening Up the Textbook Lesson Plan, Due
Sunday, July 17, by 5 pm, to be submitted electronically, via upload to Canvas***

APPENDIX A: DISCUSSION LEADERS

Leading a discussion isn't easy. That's why everyone will have a chance to kick off a discussion about the readings at least once during the summer quarter (and again, in Fall).

Find a time to put your head together with your discussion partner. With your partner, think about how you're going to engage the readings with your classmates.

First, figure out what you think are the main points of the readings you've been assigned (they are listed on the syllabus—not all readings for that day need to be discussed). The most basic questions are “getting on the same page” questions—those that get at what the author of the article is saying before getting to the stage of “*what do think about what the author is saying.*”

You'll want to prepare 2-3 of these ‘getting on the same page’ questions.

Next, you'll want to prepare 2-3 questions that get to the *heart* of the articles—questions that focus people on the meaning of the text—how the readings connect to each other, to teaching, to people's experiences? What are parts of the article(s) spoke to people or that sparked new ideas or ways of thinking?

Consider different ways of eliciting *viewpoint diversity*—and *prepare* some of these prompts so you have them at your fingertips. Good standbys include: “Are there other ways to look at this?” “Are there voices that see this from a different angle?” “Who can build on what __ just said?” “If someone wanted to express a different opinion, how might they phrase it?”

Discussions can easily go off tract, particularly when you want your students to anchor their views in the text. You can bring students back to the text with questions like, “Can you show us where in the text you draw that conclusion?” And then you can ask the rest of the class, “Do we all interpret that passage in the same way? Anyone see a different way to interpret it?”

You'll want to engage people who haven't spoken. Example: “I notice that you, Emma, haven't said anything. What do you think about what Antonio just said?” Or, “I'd like to provide space for people who haven't yet had a chance to speak.” (And then you can wait a bit).

The mnemonic **ABA** is always useful to keep in mind when asking follow-up questions.

Agree—Who agrees?

Build—Who can build on what Jorge just said?

Alternative—Are there alternatives? Other ways of seeing?

Plan ahead how you will encourage participation from everybody.

You will have **20 minutes** for leading and concluding the discussion.

APPENDIX B: CURRICULUM BROKERS

Curriculum Brokers Collaborative Assignment STEP 2022

Professionals possess knowledge of the tools of the trade. As a new teacher you don't have to reinvent the wheel—the Internet has made available an abundance of high quality teaching materials: lesson plans, sources, photos, assessments, etc. Yet, alongside quality sites are ones that are less stellar, so you will want to be discerning when making choices.

With a partner, you will provide a review of a site we recommend and make a presentation to your colleagues on the last day of class. In a presentation of 10-12 minutes, you'll:

- 5) Present a brief overview of site and what it offers
- 6) Discuss its range of topics and/or general perspective
- 7) Navigability: It is easy to use? Does it lack key details or, is it so detailed that it's hard to use?
- 8) Select and share with your colleagues *one lesson* that exemplifies the site.
 - a. Why did you pick this particular lesson?
 - b. What does it consist of, i.e., its sequence of activities, accompanying materials and sources, assessments, etc.
 - c. What modifications and/or scaffolds, if any, would you make to the lesson?

Choose 1 of these sites and sign on to this [Google Doc](#):

1. Open Education Resources ([Focus on World History](#)) (note: you will have to register for the site)
2. [Zinn Education Project](#)
3. [Native Knowledge 360](#) of the Smithsonian
4. [Learning for Justice](#) of the Southern Poverty Law Center
5. [Densho Project](#) on Japanese Incarceration <https://densho.org/teach/>
6. [Facing History and Ourselves](#)
7. [American Social History Project](#)

APPENDIX C: TEXTBOOKS ON RESERVE IN GREEN LIBRARY

- * Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- * Bower, Bert and Jim Lobdell. 2002. *History Alive!: The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- * Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ., New York: Glencoe/McGraw-Hill.
- * Bulliet, Richard W. 2001. *The Earth and its Peoples: A Global History*. Boston: Houghton Mifflin.
- * Cagniart, Pierre and James Alloco. 2000. *World History: People & Nations*. Annotated teacher's ed. Austin: Holt, Rinehart and Winston.
- * DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- * Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History: Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- * Garraty, John A. 1993. *The Story of America*. Annotated teacher's ed. Austin: Holt, Rinehart, and Winston.
- * Nash, Gary B. 2002. *American Odyssey: The United States in the Twentieth Century*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- * Upshur, Jiu-Hwa Lo. 2002. *World History*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning.